Rationale For Choosing Topic

Cyberbullying is a trending topic in schools and society today. However, I feel that few students know the many forms that cyberbullying can take. Likewise, students that are being cyberbullied may not know how to seek help from adults both in and out of school.

Student Profile

My projected average class size for next year is 34 students. Roughly 45% of our school’s students are Caucasian, 40% are African-American, and 15% are Hispanic. Our school has a free-and-reduced meal rate of approximately 73%.

Standards

21st Century Standard 1.1.2

Use prior and background knowledge as context for new learning.

21st Century Standard 1.1.6

Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

21st Century Standard 1.2.1

Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.

21st Century Standard 2.1.3

Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

21st Century Standard 2.1.6

Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

21st Century Standard 2.2.4

Demonstrate personal productivity by completing products to express learning.

21st Century Standard 2.3.1

Connect understanding to the real world.

21st Century Standard 3.2.2

Show social responsibility by participating actively with others in learning situations by contributing questions and ideas during group discussions.

21st Century Standard 4.1.5

Connect ideas to own interests and previous knowledge and experience.

21st Century Standard 4.1.8

Use creative and artistic formats to express personal learning.

21st Century Standard 4.3.1

Participate in the social exchange of ideas, both electronically and in person.

National Educational Technology 3

Students apply digital tools to gather, evaluate, and use information.

National Educational Technology 5

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

National Educational Technology 6

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Important Ideas/Concepts

cyberbullying

evidence

harassment

Essential Questions

What is cyberbullying?

Have I been part of cyberbullying?

What can I do if I am being cyberbullied?

Instructional Strategies

*Previewing*

Before beginning the lesson, students will take the online quiz at <http://www.brainpop.com/technology/computersandinternet/cyberbullying/quiz/>. They will record their score on an index card along with their name and submit it to the teacher. After completing the quiz, students will answer the following question: What questions from the quiz did I answer incorrectly and why? After all students have completed these two activities, students will watch the short BrainPOP video on cyberbullying at <http://www.brainpop.com/technology/computersandinternet/cyberbullying/> and complete the Vocabulary organizer linked on BrainPOP.

*What is cyberbullying?*

After reviewing the vocabulary, students will complete the “Circle It” activity from the BrainPOP video, matching an appropriate action to each situation. On a separate sheet of paper, students will explain why the action they selected is the most appropriate. After reviewing their answers with a partner, pairs will join with another pair to review their answers.

Students will be given the “Analogy Chart” activity (linked at <http://www.brainpop.com/technology/computersandinternet/cyberbullying/activity/>) and asked to determine a cyberbullying equivalent for each real-life bullying example. Individuals will then find a partner to share their responses before sharing out with the class.

*Have I been part of cyberbullying?*

Have students read “Real Life (first icon under <http://www.brainpop.com/technology/computersandinternet/cyberbullying/fyi/>).

Using the facts on “Graphs, Stats & Numbers (second icon under <http://www.brainpop.com/technology/computersandinternet/cyberbullying/fyi/>), the teacher will display a version of the fact sheet, but with the numbers absent. Students will be given the eight different percentages and two minutes to guess which percentages matches with which statistic. After two minutes, the teacher will reveal the correct answer. Individually, students will select the fact that shocked them the most and then share with a partner the fact and the reason why it shocked them.

*What can I do if I am being cyberbullied?*

Have students read “The Modern World” passage (third icon under <http://www.brainpop.com/technology/computersandinternet/cyberbullying/fyi/>). After they read, have them discuss the following question with a partner: Should schools be able to discipline students for cyberbullying that takes place outside school? After sharing their ideas with a partner, engage in a brief class discussion. While discussing, share “Laws & Customs” (fourth icon under <http://www.brainpop.com/technology/computersandinternet/cyberbullying/fyi/>) with the class.

Assessment Strategies

*Pre-Assessment*

The cyberbullying quiz mentioned in the Previewing section of the Instruction will serve as a pre-assessment.

*Post-Assessment (Formative)*

Questions from the cyberbullying quiz that was administered in the Previewing section could be asked of students periodically at the end of various concepts and discussions to ensure students are creating a better understanding of the main ideas.

*Post-Assessment (Summative)*

As a summative assessment for this lesson, have students develop media (videos, images, Facebook groups, posters, etc.) that help promote awareness and prevention of cyberbullying.

Resources

BrainPOP | Cyberbullying. (n.d.). *BrainPOP - Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts* . Retrieved April 19, 2012, from <http://www.brainpop.com/technology/computersandinternet/cyberbullying/>

Reflection

Without a doubt, students have some understanding of what cyberbullying is; what they may not realize is that they may have unknowingly been a cyberbully. This lesson aims to raise awareness of cyberbullying and instruct students on how to respond to cyberbullies. In the end, students will have a better understanding of the many methods someone can be cyberbullied, as well as the legal obligations of a school to deal with cyberbullying issues. This lesson aims to help students understand that adults are a valuable resource for students who are cyberbullied and helps these same students to identify ways to save evidence of cyberbullying to present to adults.